Analysis of Students' Grammatical Error in Writing Invitation Card at Second Grade of MTSN 1 Bukittinggi

[1]Nofia Gadisma Chandra, [2] Leli Lismay
candranofia63@gmail.com

[1,2]Institut Agama Islam Negeri Bukittinggi, Indonesia

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Abstract :

The purpose of this research was know about students' grammatical errors. In this research, the researcher r used quantitative research methods with class VIII as the research population. The research sample was 36 students who were selected through purposive sampling technique. Data collection was carried out through tests and questionnaires. Test, used to answer the kind of students' grammatical error and most common of grammatical error in writing invitation card. Questionnaire was used to know the causes of students grammatical error in writing invitation card. In the writing test, the researcher asked the students' to write an invitation card with two topics. In addition, for questionnaire there were 10 questions with 2 answer options.

The results of this research showed that there were 159 errors from 36 students. There were 4 kind of grammatical error such as omission, addition, misinformation and misordering. Therefore, the most common errors in student grammar errors was omission which students omit something that should appear in the sentence with a percentage of 62.90%. morever, the cause of grammatical error are devided into interlingual error and intralingual error. first error based on interlingual error or developmental error was caused by difficulty of the target language, 52.78% of students made error because they did not consider grammar when they wrote. The second errors were intralingual, 58.33% of students made error because they were still hesitant in using "to be" when they wrote. Then, 61.11% of students made error because they often forgot to add "s / es" to the verb in the simple present sentence when writing the invitation card. It showed that most of students did grammatical error were caused they didn't know the rules of grammar itself.

Keywords: *grammatical error; witing; invitation card*

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Introduction

Grammar is one of the important aspect that student should be considered. So that, if students want to write something, students should know about the grammar, students should pay attention to grammar. According to Thornburry, grammar is a description of the rules that govern how language construction are form. In conclusion, students should pay attention to grammar to make a good writing.

According to Greenbaum & Nelson, grammar is a help in the interpretation of literary as well as nonliterary texts, since the interpretation of passage sometimes depends crucially on grammatical analysis. Thus, a grammar is important in writing, because when the grammar is correct the writing will be meaningful and easily to understood by the reader. Many of students commonly make grammar mistake in their learning, especially in writing. Sometimes the teacher didn't aware about the students mistakes. Then the students make a mistakes repeatly, because the students don't have a correction and it was we called error. Error cause by lack of knowledge about the target language or by incorrect hypothesis about it, while mistake cause by temporary lapses of memory, confusion, slips of the tongue and so on. If the learner can correct themselves that is probably a mistake, but if they can't that is an error.

According to 2013 curriculum, writing is one of skills which have to be mastered by all of the students. Related to syllabus for eight grade for junior high school, there are some materials that will be learned by them, one of them is short functional texts. The student of junior high school are hoped to be able to create an invitation card and greeting card in written form shortly and simply. Because invitation card is one of the short functional texts. Invitation card is one of the short functional text. Writing invitation card is a card which written to invite someone to come to specific event. There are some types of invitation cards that students have to know. They are birth day, wedding, anniversary, graduation, baby born and meeting OSIS.

Method

In this research, the researcher used descriptive quantitative research. The population of this research is the eight grade students of MTsN 1 Bukittinggi. The eight grade students consist of 328 students. The sample of this research consist of 36 students. The researcher used a writing test and questionnaire as the instruments of this research. There were four steps which used to analyze the data namely correcting the students' writing. Identifying the errors, classifying the errors, describing the error, tabulating the result and drawing the conclusion. in order, to analyzed and to get the percentage of questionnaire the researcher used the formula that suggested by sudijono. The researcher collected the questionnaire, tabulated the data from the students' answer, calculated the percentage of the data. The researcher used technique for analysing the data by using the formula that suggested by Sudijono, as follows:

P = $\frac{f}{n}$ x 100%

Where: P = percentage of the result
f = frequency of total score
n = total amount of the sample

Results

Data based on the students' test to know the type and the most common grammatical error in students' writing invitation card.

In this research, the researcher found 159 grammatical errors from 36 students writing. The most common error that made by the students is omission. Most of the student forgot to add "to" between two verb such as " I want to invite you" became " I want invite you".

Figure 1. Categories of Errors in Students' Writing Invitation Card

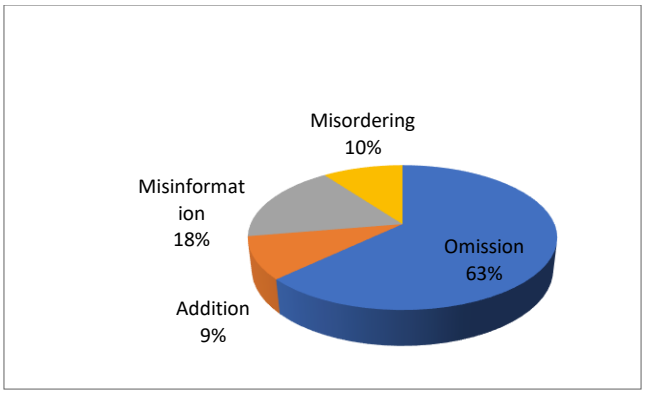


Table 1. Categories of Errors in Students' Writing Invitation Card.

Types of grammatical error	Occurance of error	Percentage(%)
Omission	100	62,90%
Addition	15	9,43%
Misinformation	28	17,61%
Misordering	16	10,06%

The result of analysis is found that the highest error make by students is omission 62,90% and the lowest error make by students is mis ordering 10,06%

Then for the questionnaire there were two caused of error. first was interlingual

Figure 2.

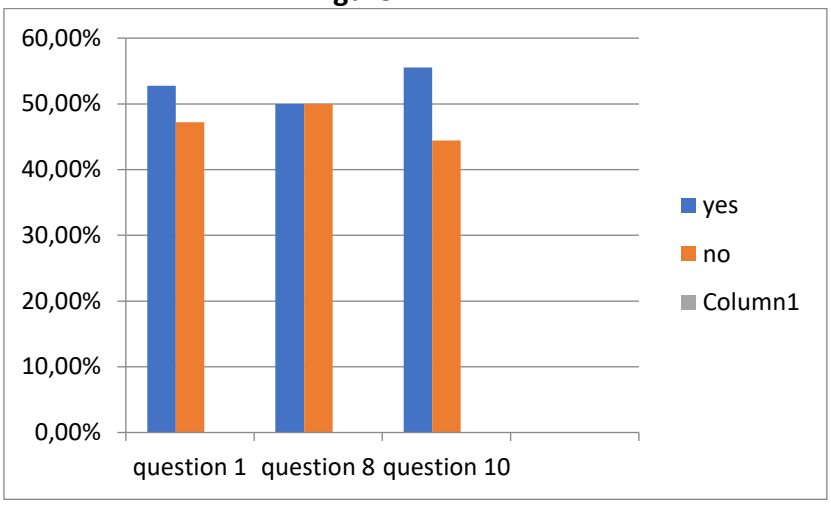


Table 2. Interlingual Error

Question	ya	%	tidak	%
Apakah anda sering melakukan kesalahan grammar ketika menulis invitation card karna adanya perbedaan bahasa inggris dengan bahasa yang di gunakan sehari-hari	19	52,78%	17	47,22%
Apakah anda mengikuti aturan bahasa dari bahasa ibu ke bahasa inggris	18	50%	18	50%
Apakah anda mencoba menulis dalam bahasa inggris di kelas tanpa mempertimbangkan grammar dengan benar	20	55,56%	16	44,44%

It shows that the first question got the most of students choice was on (ya). It means the cause of students grammatical error was because there is a difference between english and the language used in everyday life with the number of students answer were 55.56% or there were 20 students from 36 students. There were 44.44% who chose (tidak) or there were 16 students. Then, for the second question got the half of the students choice (ya). It means that half of the students made grammatical error due to students applied their mother tongue rules in writing invitation card and also half of students didn't do that. In other hand, the third question got most of students choice (ya). It means the cause of students grammatical error was because they were didn't consider right grammar in writing with the number of students answer were 52.78% or there were 19 students from 36 students. There were 47.22% who choice (tidak) or were 16 students from 36 students. It means some of student consider right grammar in writing. In conclusion, interlingual error influence in students writing. It can be seen from the table, the majority choice was they were didn't consider right grammar in writing invitation card.

Second was intralingual, the result of intraligual error it can be seen below.

Figure 4.3. Intralingual Error

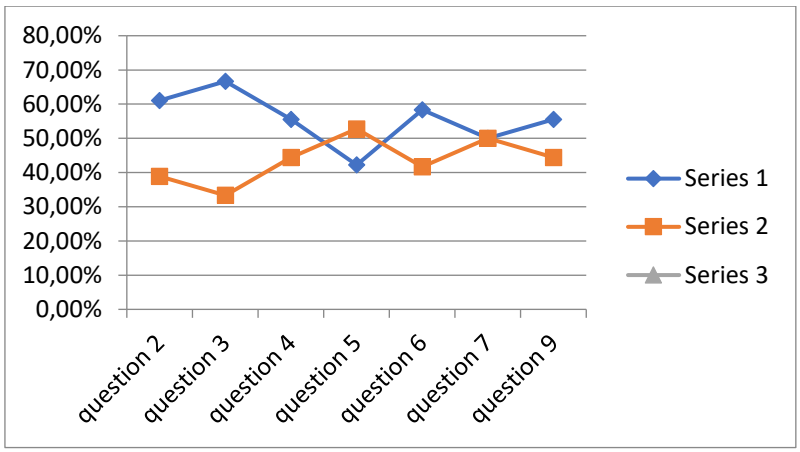


Table 2. Intralingual error

Pertanyaan	Ya	%	Tidak	%
Saya sering lupa menambahkan "s/es" pada verb di kalimat simple present tense dalam penulisan invitation card	22	61,11%	14	38,89%
Apakah guru selalu mengoreksi grammar pada penulisan invitation card	24	66,67%	12	33,33%
Saya tidak mengerti menulis kalimat sederhana seperti simple present tense pada invitation card	20	55,56%	16	44,44%
Apakah anda selalu memperhatikan grammar ketika membuat kalimat dari bahasa indonesia ke bahasa inggris	17	47,22%	19	52,78%
Saya tidak bisa membedakan penggunaan tobe yang benar pada simple present tense	21	58,33%	15	41,67%
Saya tidak mengerti ketika guru menjelaskan tentang grammar dalam menulisan invitation card	18	50%	18	50%
Saya mengetahui aturan bahasa inggris tetapi tidak dapat menerapkannya dengan benar melalui tulisan	20	55,56%	16	44,44%

Intralingual error influence in students writing, it can be seen from the table that the majority choice was they were know the rules of grammar but they can't applied it correctly by writing, the, the most of students can't differentiated the used of to be in simple present.

Discussion

This research was to complete three research questions. First, what type of grammatical error in writing invitation card, second what is the most common grammatical error is made by students in writing invitation card, and third, what the causes of student grammatical error in writing invitation card. The researcher also used two instruments, there were test and questionnaire. Test aims to know the type and the most common of grammatical error in writing invitation card and questionnaire aims to know what the causes of grammatical

error in students writing invitation card. Based on the data analysis above, the researcher found 159 identified in 36 students writing invitation card. The types of error devided on four categories based on Dulay, Burt, and Krasen theories such as omission, addition, misinformation and misordering.

First is ommision, which data percetage is about 62,90 % or 100 errors in students' writing. From the data above, it can be seen that the common error made by the students is omission, as Dulay declares Errors of omission are errors happen when learners omit something that should appear in utterance. And the writer found that: I want invite you to my birthday party, it should be " I want to invite you to come to my birthday party. Based on the finding and the theory above concluded that students were still make an error in grammatical especial in ommision part.The second highest error made by the students was misinformation with 28 errors or 17,61%. According to dulay, misinformation errors are characterized by the use of the wrong form of the morpheme or stucture. My brother invites you to come to he graduation. The underline word was misinformation. The correct of the example was, my brother invites you to come to his graduation.Besides, the error made by the students was misordering with the percentage 10,62%. Errors of misordering are errors that occur when the student made utterance in wrong order in the sentence. For example, "birthday party" became "party birthday".

Then, the lowest error made by students in writing invitation card was addition with the percentage 9,43%. Errors of addition are errors happen when appearance of an item that should not appear in a well utterance. For example" . I wants invite you to come to my birth day party became I want to invite you to come to my birthday party. Based on the finding and the theory above the researcher concluded that some of students were still make an error in grammatical error in error addition.Besides, from finding of questionnaire's data, the researcher found the causes of grammatical error. First was interlingual, influenced by interference from the first language where students tend to use sentence structures in Indonesian or their mother tongue in English when they write invitation cards. It can be seen on the table of interlingual error in the finding, there were 20 of the students often made grammatical error when writing invitation cards because of the differences between English and the language used daily. It means mother tongue influences their grammatical error when their write invitation card. Hanna stated that the interlingual transfer means the process of transferring the elements of the first language or mother tongue into the second language. The native language of learners plays a significant role in learning a second language. In this case, students tend to make error in the process of interlingual (Hanna, 1986) .

In other hand, in this research the researcher found that the main causes was intralingual. It can be seen on the table of the intralingual most of students or students still hesitant in using "to be" when they wrote and they were often forgot "s / es" to the verb to the verb in the simple present sentence when write invitation card. This is because students do not understand the use of grammar rules in English. It was related to Hanna (1986) stated that intralingual errors occur due to the difficulty of the second or the target language. In conclusion, intralingual error influence in students writing, it can be seen from the table that the majority choice was they were know the rules of grammar but they can't applied it correctly by writing.

Conclusion

Based on the result, it can be conclude that student at VIII grade of MTsN 1 Bukittinggi in this study have four type of grammatical errors. Those types include omission, addition, misinformation and misordering. Those types answer the first research question of this study. The errors were found by collecting the writing test of 36 students from 8th grade. According to the analysis, the errors happened because the students are not able to remember the rules of grammar. Morever, students first language also is the factor students did error. Related to the second research question of this study, the errors that most common in the students' grammatical error were omission with the percentage of 62,90%,

The cause of grammatical error are devided into interlingual error and intralingual error. first error based on interlingual error or developmental error was caused by difficulty of the target language. 55.56% of students made error because they did not consider grammar when they wrote. The two errors were intralingual, 58.33% of students made error because they were still hesitant in using "to be" when they wrote. Then, 61.11% of students made error because they often forgot to add "s / es" to the verb in the simple present sentence when writing the invitation card. Besides, in this research, the cause of the students' grammar errors when writing invitation cards was the intalingual error. It showed that most of students did grammatical error were caused they didn't know the rules of grammar itself.

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